DOCUMENT RESUME

ED 344 005 CE 060 716

AUTHOR Lovelace, Bill E.; LaBrecque, Suzanne V.
TITLE A Summary of Reported Policies and Procedures of Institutional Plans for Faculty Development of Postsecondary Technical/Vocational Personnel. Professional Improvement Assessment Project.
INSTITUTION North Texas Univ., Denton. School of Human Resource Management.
SPONS AGENCY Texas Higher Education Coordinating Board, Austin.
PUB DATE 30 Jun 91
NOTE 32p.; For related documents, see ED 335 551-553.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *College Faculty; *Educational Needs; Educational Policy; *Faculty Development; Higher Education; Personnel Policy; *Program Evaluation; *Program Improvement; *Vocational Education Teachers
IDENTIFIERS *Texas

ABSTRACT

One phase of a five-phase professional improvement assessment project developed a database that identified the professional improvement needs of postsecondary technical/vocational personnel and the policies and procedures of the institutional plans for faculty development in Texas. Following a review of the literature, a questionnaire was prepared and mailed to the coordinator or director of the institutional plan for faculty development of the 70 campuses of the 55 community colleges and technical districts in Texas; 47 of the districts responded (86 percent). The study found that each of the two-year postsecondary institutions had a functional institutional plan for faculty development. Sixty-four percent of the responding institutions used a committee to advise and/or assist with the professional development activities. The data revealed that policies of the institutional plans provided equal requirements and provisions for technical/vocational personnel and all other professional personnel of the institution. The study reached three conclusions: (1) each institution is making an active and sincere effort to plan and conduct faculty development activities to meet personnel needs; (2) institutions need technical assistance in maintaining a current assessment of the professional development needs of technical/vocational personnel; and (3) there is a need for assistance in planning and conducting activities to meet the identified professional development needs. The study recommended that the research and personnel development activities be continued. (The questionnaire is appended.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED344005

PROFESSIONAL IMPROVEMENT ASSESSMENT PROJECT

A SUMMARY OF REPORTED POLICIES AND PROCEDURES OF INSTITUTIONAL PLANS FOR FACULTY DEVELOPMENT OF POSTSECONDARY TECHNICAL/ VOCATIONAL PERSONNEL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Bill E. Lovelace
Suzanne V. LaBrecque

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. L. Cummings

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sponsored By:

The Texas Higher Education Coordinating Board
Community Colleges and Technical Institutes Division
Austin, Texas

Conducted By:

The University of North Texas
School of Human Resource Management
Denton, Texas

June 30, 1991

CE060716

BEST COPY AVAILABLE

FUNDING INFORMATION

Project Title:	Professional Improvement Assessment
Coordinating Board Project Number:	11130004
Funding Source:	Carl D. Perkins Vocational Education Act, Title IIB, Texas Higher Education Coordinating Board
Coordinating Board Staff Advisor:	James Robirds Community Colleges and Technical Institutes Division Texas Higher Education Coordinating Board Austin, Texas
Project Staff:	Dr. Suzanne V. LaBrecque, Administrator Dr. Bill E. Lovelace, Project Director Sherry Shelby, Research Assistant School of Human Resource Management University of North Texas Denton, Texas
Disclaimer:	This publication was prepared pursuant to a contract with the Texas Higher Education Coordinating Board, Community Colleges and Technical Institutes Division. Contractors undertaking such projects are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Texas Higher Education Coordinating Board position or policy.

ACKNOWLEDGEMENTS

The project staff expresses sincere appreciation to the following individuals who provided guidance and expertise to the project staff by serving as members of the project advisory committee.

Dr. Don Bass
College of the Mainland

Dr. Jan Brobst
Dallas County Community
College District

Dr. Sam Hill
South Plains College-Lubbock

Dr. Richard Pulaski
Angelina College

Dr. Olivia Rivas
Texas Southmost College

Mr. Carroll Scott
Cisco Junior College

Mr. Clifford W. Siess
Amarillo College

Mr. Don Taylor
Texas State Technical
Institute-Waco

Ms. Charlotte Bullard
Grayson County College

Dr. Betty Peace
East Texas State University

Mr. Jim Robirds
Community Colleges and Technical
Institutes Division
Texas Higher Education
Coordinating Board

We are also grateful to each of the coordinator/directors of the institutional plan for faculty professional development at each of the community/junior colleges and technical institutes. The coordinators/directors greatly assisted the project staff by distributing and collecting the individual questionnaires at their respective campuses.

TABLE OF CONTENTS

		Page
Acknowledgements		ii
Chapters		
I.	Introduction	1
II.	Procedures	3
III.	Summary of Findings	5
IV.	Summary, Conclusions, and Recommendations	17
Appendix		
A.	Institutional Policies/Procedures Questionnaire	A-1

Background

This summary report is one of five summary reports generated by the Professional Improvement Assessment project. The Professional Improvement Assessment project was conducted by the University of North Texas. The University of North Texas was the successful bidder for the Coordinating Board's RFP:

> 1300-B, an assessment of current institutional policies and activities with respect to funding and other support of faculty development, and development of case studies of effective models for dissemination to encourage implementation of effective practices and/or workshops.

The objectives of the approved project were:

A. Conduct an assessment of technical/vocational faculty and staff (administrators, counselors) professional development activities currently being conducted by Texas community/junior colleges and technical institutes.

B. Prepare and disseminate the results of the assessments.

C. Evaluate the project in terms of project installation, process, and products.

Statement of the Problem

The major purpose of this phase of the study was to develop a database that identified the professional improvement needs of postsecondary technical/vocational personnel and the policies and procedures of the institutional plan for faculty development of technical/vocational personnel. Two anticipated results of the project were:

1. The establishment of a database that could be used by staff of the

Community College and Technical Institutes Division of the Coordinating Board in making management decisions to improve, modernize, and develop a higher quality of statewide postsecondary technical/vocational professional improvement activities; and

2. The findings of the study could be used by the coordinators/directors of local institutional plans for faculty development to better meet the professional development needs of technical/vocational personnel.

II. Procedures

One of the specific requirements of the RFP for which this project was contracted was to conduct a statewide assessment of the policies and procedures of postsecondary institutional plans for faculty development. A review of the literature was made by the project staff to identify previous research procedures used in the assessment of policies and procedures of postsecondary institutions used for faculty development.

The review of the literature revealed that most all of the procedures used in previous research conducted for this topic were similar in format and content to the requirements of the respective regional college accrediting association. A draft of a proposed questionnaire designed to assess the policies and procedures of local institutional plans was developed and submitted to the members of the project advisory committee. The questionnaire was revised, using the recommendations of the advisory committee members, and prepared for mailing. The questionnaire, presented in Appendix A, was developed and worded in a manner which would most reflect the intent of the Coordinating Board's guidelines for technical/vocational personnel. The Texas Higher Education Coordinating Board's Technical and Vocational Personnel Guidelines state:

> An Institution must provide faculty, career development personnel, and administrators in technical and vocational programs the opportunity to continue their professional development throughout their careers and must demonstrate that such development takes place. The general tone and policies of an institution must make it clear that individual faculty and staff members are to take the initiative in promoting their own professional growth.

The survey questionnaire was mailed to the coordinator or director of the institutional plan for faculty development of the seventy campuses of the fifty-five community colleges and technical institute districts. Forty-seven of the fifty-five postsecondary districts responded to the request for data, providing an overall response rate of eighty-six percent. Responses were received from seventy-nine percent of the seventy campuses.

A complete description of the procedures for conducting the project is printed in the Final Report sent to the Coordinating Board. Other summary reports resulting from this project are:

- Summary Report of the Professional Improvement Needs of Postsecondary Career Counselors;
- Summary Report of the Professional Improvement Needs of Faculty For Postsecondary Health Occupations Programs;
- A Compilation of Reported Professional Development Activities and Effective Models of Faculty Development for Postsecondary Technical/ Vocational Personnel; and
- Summary Report of the Professional Improvement Needs of Postsecondary Career Counselors.

III. Summary of Findings

The questionnaire used in conducting this assessment of policies and procedures consisted of questions that would best reflect the intent of 9.65 of the Texas Higher Education Coordinating Board under Title 19 of the Texas Administrative Code. 9.65 (c) states:

> All public community/junior colleges shall demonstrate promotion of teaching excellence by developing an institutional plan for faculty professional development.
>
> (1) The institutional plan must address full and part-time teacher preparation and professional development.
>
> (2) The institutional plan shall reflect the personnel requirements as stated in the Coordinating Board publication "Qualifications of Technical and Vocational Personnel" and adhere to the standards of the college delegate assembly of the Commission on Colleges of the Southern Association of Colleges and Schools.

The survey results showed that all of the responding institutions had policies and procedures adopted and had implemented an institutional plan for faculty professional development.

The responses to questions on the survey which could be answered without narrative are presented in Table 1. It was found that ninety-five percent of the respondents' institutional plans included provisions for the institution to plan and conduct professional development activities. Only five percent (three respondents) of the respondents had institutional plans that did not include planning and conducting professional development activities for faculty. These three institutions did require that the faculty and staff arrange and schedule their own professional improvement activities. It was observed that seventy-two percent of the institutions that planned and conducted professional development activities also required the faculty and staff to schedule and arrange for their own professional development activities.

Table 1

Tabulation Responses to Questions on the Survey of Institutional/Policy Procedures of Public Two-year Postsecondary Institutions in Texas

		Number of Institutions Responding	Percent of Respondents Checking Yes
1.	Does your institutional plan include provisions for the institution to plan and conduct professional development activities?	56	95
2.	Does your institutional plan require that faculty and staff arrange and schedule their own professional improvement activities?	50	76
4.	Is a committee(s) used to advise or assist with the professional development activities?	56	64

		Technical Vocational Personnel		All Non-Technical Vocational Personnel	
		N	% Yes	N	% Yes
6.	Are separate committees used for:				
	a. Full-time instructors?	42	12	40	13
	b. Part-time instructors?	42	7	39	5
	c. Administrators?	41	7	39	8
	d. Career Counselors?	39	3	37	3
		N	% Yes	N	% Yes
7.	Does your institution require participation in professional improvement activities by:				
	a. Full-time instructors?	53	79	47	72
	b. Part-time instructors?	49	33	46	30
	c. Administrators?	51	67	44	61
	d. Career Counselors?	51	65	46	61

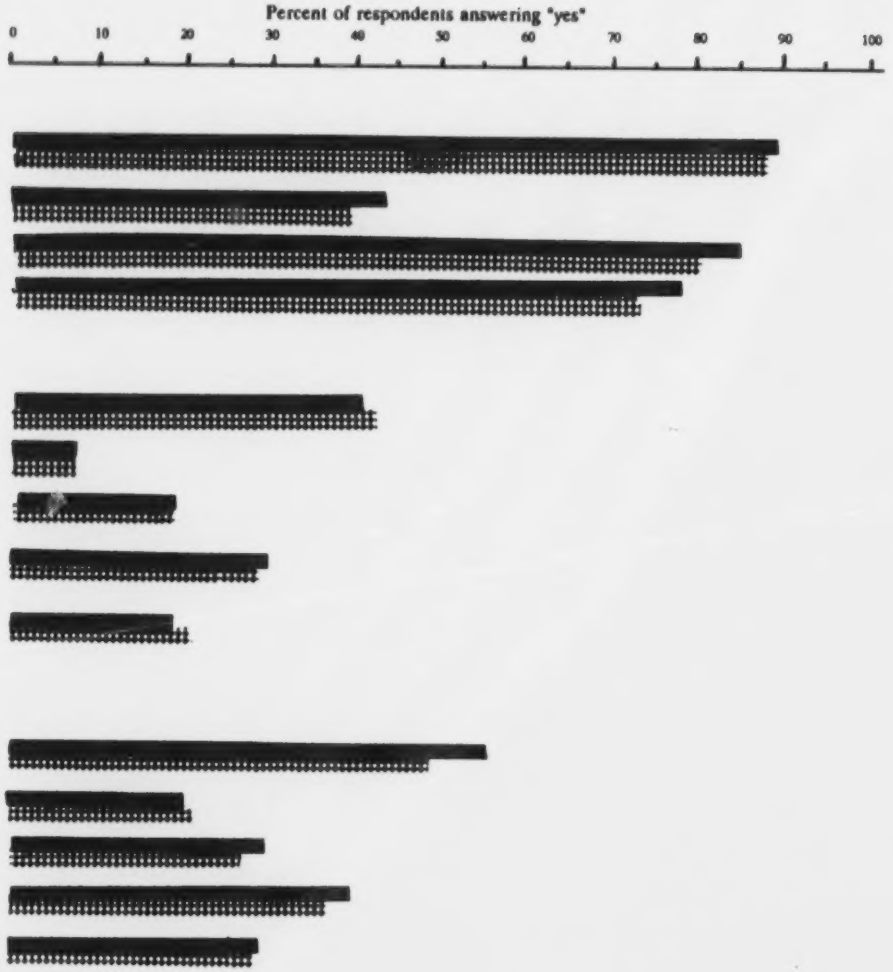
It was found that sixty-four percent of the respondents used a committee or committees to advise or assist with the professional development activities. Question 6 of the questionnaire was posed to determine where separate committees were used and if there was a significant difference in the use of committees for technical/vocational personnel and non-technical/vocational personnel. It was found that there was no significant difference in the use of separate committees for technical/vocational personnel and non-technical/vocational personnel. The number of separate committees used by staffing pattern ranged from a low of three percent of respondents for counselors to a high of thirteen percent of respondents for full-time instructors.

The membership of the committees for faculty development changed annually. A great number of the respondents reported that a chair for the committee for faculty development was elected or appointed each year. The chair of the committee and the institutional representative (coordinator/director) for the institutional plan for faculty development were not, in many cases, the same individual. In most cases the coordinator/director of the institutional plan for faculty development maintained that position for two or more years. In community college districts with two or more campuses it was found that each campus had separate committees and institutional plans. The institutional plans of the individual campuses were operated under general policies of the district but were designed to meet the needs of the individual campus.

It was found that a greater number of the responding institutions required participation in professional improvement activities of full-time technical/vocational instructors (79%) than was required of full-time non-technical/vocational instructors (72%). Refer to question 7 tabulations in Table 1.

TABLE 2

Comparison of Responses for Technical/Vocational Personnel and Non-Technical/Vocational Personnel for Questions 8, 9, and 10



13

Technical/Vocational Personnel

Non-Technical/Vocational Personnel

14

BEST COPY AVAILABLE

Table 2 shows a comparison of the responses for technical/vocational personnel and non-technical/vocational personnel for questions 8, 9, and 10 on the questionnaire.

A review of Table 2 reveals that there is very little difference in the requirements for personnel development and incentives of the responding institutions between technical/ vocational personnel and non-technical/vocational personnel. Less than fifty percent of the respondents required participation in professional development activities for advancement on the institution's salary schedule/salary increase.

As presented in Table 3, the most common incentive/reward used to encourage the participation of technical/vocational personnel in personnel development activities was release time. Eighty-nine percent of the respondents provided release time for full-time technical/vocational instructors to participate in professional development activities. However, only forty-two percent of the institutions provided release time to part-time faculty as an incentive to participate in professional development activities.

Table 3

Incentives/Rewards Used to Encourage Participation of Technical/Vocational Personnel in Professional Development Activities

Incentive	Full-time Instructors		Part-time Instructors		Administrators		Career Counselors	
	N.	Percent of Respondents	N.	Percent of Respondents	N.	Percent of Respondents	N.	Percent of Respondents
Release Time	54	89%	53	42%	54	85%	56	79%
Participation Required	53	42	46	7	48	19	51	29
Financial	55	56	52	19	54	30	53	42

Table 4 presents the responses to the question, "Do you maintain a professional growth or contract with:?". Full-time technical/vocational instructors was the category of personnel with which the greatest number of respondents (52 percent) maintained a professional growth plan or contract.

Table 4

Percent of Respondents Maintaining a Professional Growth Plan or Contract with Faculty and Staff

Category of Personnel	Technical/Vocational Personnel		All Non-Technical/Vocational Personnel	
	Number of Respondents	Percent of Respondents	Number of Respondents	Percent of Respondents
Full-time Instructors	54	52%	51	51%
Part-time Instructors	48	8	45	7
Administrators	53	40	50	40
Counselors	53	40	50	40

A variety of techniques were used by the two-year postsecondary institutions to recognize or document professional development activities. As shown in Table 5, the most common technique used was informal feedback as reported by forty-four of the respondents. Only two respondents reported that no evaluation or documentation was used.

Table 5

Techniques Used in the Institutional Faculty Professional Development Plan to Recognize, Evaluate, or Document Professional Development Activities

Technique	Number of Respondents
Informal Feedback	44
Questionnaire	19
Written Report by Participant	37
Records, Logs, Diaries	21
Certificate of Participation	34
Observation	22
Interview	15
Test Scores	3
No Evaluation Performed	2
Other	8

During the past fiscal year, seven institutions provided paid sabbatical leaves for sixteen instructors of technical/vocational programs and 1 career counselor. Also as observed in Table 6, nine institutions provided financial support for 107 technical/ vocational instructors to participate in courses offered at other colleges and universities. Travel expenses for 1,462 trips of instructors, 236 trips of administrators, and 78 trips of career counselors to participate in conferences, workshops, or seminars, were paid by forty-seven of the institutions responding to the survey.

Table 6

Participation of Technical/Vocational Personnel in Professional Development Activities for the Previous Fiscal Year

Service	Number of Technical/Vocational Personnel Using Service i.e.				
	Part-Time Instructors	Full-Time Instructors	Administrators	Career Counselors	Number of Respondents
Paid sabbatical leave		16		1	8
Mini-sabbatical paid leave (less than one year)		7			5
Release time for professional development (paid)	12	504	86	25	22
Unpaid leave for professional development	12	41	5		11
Faculty exchanges with other colleges		1			1
Financial support for courses at other colleges/universities		107	4	1	9
Tuition waiver for at own institution	5	603	194	172	24
Paid professional membership dues		375	64	13	21
Paid expenses for attendance at conferences, workshops, seminars	28	1,462	236	78	47
Planned Retreats	25	315	84	17	12

Table 7 shows the budgetary mechanism used to fund professional development activities. Based on the responses received, some of the institutions use multiple budgetary mechanisms. The use of "one single institutional line item" was reported by thirty-two institutions while thirty-three institutions reported using "line item budget used by department/division." Two of the responding institutions did not have a budgetary provision for professional development.

Table 7

Methods Used to Budget for Professional Development Activities

	Number of institutions
Line item budget by department/division	33
One single institutional line item	32
No budgetary provision for professional development	2
Other	22

Table 8 shows sources of funds and amounts of funds from each source expended for the professional development of technical/vocational personnel.

Table 8

Source and Approximate Amount of Funds by Source Spent by Responding Institutions for Professional Development Activities of Technical/Vocational Personnel During the Past Fiscal Year

Source	Number of Institutions	Range of Funds			Total
		Low	Mean	High	
Local General Operating Fund	39	$ 500	$21,671	$127,000	$ 845,185
Carl D. Perkins	36	$1,800	$ 9,583	$ 40,000	$ 344,981
Local Industry	1	NOT REPORTED			
Other	4				
Professional development leaves		$34,000			
Halliburton Foundation		10,296			
Title III		26,683			
Foundation		10,000			$ 80,979
Total of funds reported used for technical/vocational personnel development					$1,271,145

Three other surveys conducted by this assessment project requested information that was related to the institutional plans for faculty development. Postsecondary administrators of technical/vocational programs, instructors of health occupations programs, and career counselors were asked two questions related to their evaluation of their respective institutional plan for faculty. The two questions and responses on the three surveys that related to the institutional plan for faculty development are presented in Tables 9, 10, and 11. The information shown on these three tables indicate that the professional improvement activities being conducted at the institutional level for these three groups of personnel have great opportunities for improvement.

Table 9

Responses of Administrators of Postsecondary Technical/Vocational Programs Related to Institutional Plan for Faculty Development

Survey Questions	N	Percent Responding Yes	No
11. Do you feel that the present in-service staff development efforts of your institution are adequate?	244	46%	54%
12. Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?	237	46%	54%

Table 10

Responses of Postsecondary Health Occupations Instructors Related to Institutional Plan for Faculty Development

Survey Questions	N	Percent Responding Yes	No
11. Do you feel that the present in-service staff development efforts of your institution are adequate?	343	49%	51%
12. Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?	349	46%	54%

Table 11

Responses of Postsecondary Career Counselors Related to Institutional Plan for Faculty Development

Survey Questions	N	Percent Responding Yes	No
11. Do you feel that the present in-service staff development efforts of your institution are adequate?	100	47%	53%
12. Are faculty in your institution provided useful assistance in developing a personalized plan for professional development?	94	36%	64%

IV. Summary, Conclusions, and Recommendations

Summary of Findings

The data presented for this study was collected from forty-seven of the fifty-five public community/junior colleges and technical institute districts in Texas. It was found that each of the two-year postsecondary institutions responding to the survey had a functional institutional plan for faculty development. Sixty-four percent of the responding institutions used a committee to advise and/or assist with the professional development activities. The data revealed that policies of the institutional plans provided equal requirements and provisions for technical/vocational personnel and all other professional personnel of the institution.

There are indications, based on the responses of the administrator, career counselor, and health occupations instructors respondents that local professional development activities, on a state-wide bases, are not meeting the faculty development needs of technical/vocational personnel.

Conclusions

Based on the findings of this study it is concluded that:

(1) Each public two-year postsecondary institution is making an active and sincere effort to plan and conduct faculty development activities to meet the professional development needs of technical/vocational personnel;

(2) There is a need for technical assistance to be provided to each of the institutions in maintaining a current assessment of the professional

development needs of technical/vocational personnel; and

(3) There is a need for assistance in planning and conducting activities to meet the identified professional development needs.

Recommendations

The following recommendations are made based on an analysis of the findings of this study.

(1) The statewide assessment of the professional development needs of postsecondary technical/vocational personnel be continued on a three-year interval.

(2) The results of the statewide assessments should be compiled and disseminated on a state and institutional basis.

(3) All personnel development activities for postsecondary technical/vocational personnel, supported by PL 101-392 ("State Program") funds at the state level, should be conducted on a statewide basis.

(4) The "state program" of personnel development for postsecondary technical/vocational personnel should be conducted with the assistance of a State Advisory Committee composed of postsecondary technical/vocational personnel, representatives of vocational teacher education institutions, and members of the Federal Projects staff of the Texas Higher Education Coordinating Board.

APPENDIX A

INSTITUTIONAL POLICIES/ PROCEDURES QUESTIONNAIRE

Survey of Professional Development Activities
for Postsecondary Technical and Vocational Personnel

Survey No. 1 - Institutional Policies/Procedures

Name of Community/Junior College district or campus or Technical Institute campus reporting. _____

1. Does your institutional plan include provisions for the institution to plan and conduct professional development activities?

   Yes _____ No _____

2. Does your institutional plan require that faculty and staff arrange and schedule their own professional improvement activities?

   Yes _____ No _____

3. What is the name and title of the individual who coordinates or directs your institutional plan for faculty professional development? _____

   _____

4. Is a committee(s) used to advise or assist with the professional development activities?

   Yes _____ No _____

5. If a single committee is used describe the composition by position title and number.

6. Are separate committees used for:

	Technical Vocational Personnel	All Non-Technical Vocational Personnel
a. Full-time instructors?	Yes ___ No ___	Yes ___ No ___
b. Part-time instructors?	Yes ___ No ___	Yes ___ No ___
c. Administrators?	Yes ___ No ___	Yes ___ No ___
d. Career Counselors?	Yes ___ No ___	Yes ___ No ___
e. Other? (Please specify)	_____	

_____

7. Does your institution require participation in professional improvement activities by:

	Technical Vocational Personnel	All Non-Technical Vocational Personnel
a. Full-time instructors?	Yes ___ No ___	Yes ___ No ___
b. Part-time instructors?	Yes ___ No ___	Yes ___ No ___
c. Administrators?	Yes ___ No ___	Yes ___ No ___
d. Career Counselors?	Yes ___ No ___	Yes ___ No ___

8. Does your institution provide release time for the following personnel to participate in professional improvement activities?

	Technical Vocational Personnel	All Non-Technical Vocational Personnel
a. Full-time instructors?	Yes ___ No ___	Yes ___ No ___
b. Part-time instructors?	Yes ___ No ___	Yes ___ No ___
c. Administrators?	Yes ___ No ___	Yes ___ No ___
d. Career Counselors?	Yes ___ No ___	Yes ___ No ___

9. Is participation in professional development activities required for advancement on the institution's salary schedule/salary increase for:

	Technical Vocational Personnel	All Non-Technical Vocational Personnel
a. Full-time instructors?	Yes ___ No ___	Yes ___ No ___
b. Part-time instructors?	Yes ___ No ___	Yes ___ No ___
c. Administrators?	Yes ___ No ___	Yes ___ No ___
d. Career Counselors?	Yes ___ No ___	Yes ___ No ___
e. Other Non-Instructional Professional?	Yes ___ No ___	Yes ___ No ___

10. Are financial incentives provided as a reward for participation in professional development activities for:

	Technical Vocational Personnel	All Non-Technical Vocational Personnel
a. Full-time instructors?	Yes ___ No ___	Yes ___ No ___
b. Part-time instructors?	Yes ___ No ___	Yes ___ No ___
c. Administrators?	Yes ___ No ___	Yes ___ No ___
d. Career Counselors?	Yes ___ No ___	Yes ___ No ___
e. Other Non-Instructional Professional?	Yes ___ No ___	Yes ___ No ___

11. Do you maintain a professional growth plan or a contract with:

	Technical Vocational Personnel	All Non-Technical Vocational Personnel
a. Full-time instructors?	Yes ___ No ___	Yes ___ No ___
b. Part-time instructors?	Yes ___ No ___	Yes ___ No ___
c. Administrators?	Yes ___ No ___	Yes ___ No ___
d. Career Counselors?	Yes ___ No ___	Yes ___ No ___
e. Other Non-Instructional Professional?	Yes ___ No ___	Yes ___ No ___

12. Please check the techniques used in your institutional faculty development plan to recognize, and or document development activities (you may check more than one technique).

____ Informal Feedback	____ Observation
____ Questionnaire	____ Interview
____ Written Report By Participant	____ Test Scores
____ Records, Logs, Diaries	____ No Evaluation Performed
____ Certificate of participation	____ Other (specify) _____

_____

13. How many inservice days or specific calendar days are designated by your institution (campus) for professional development activities? _____

14. Please check all of the appropriate local budgetary mechanism(s) used by your institution to fund professional development activities.

____ Line item budget used by department/division.

____ One single institutional line item.

____ No budgetary provision for professional development.

____ Other: (please describe) _____

_____

_____

15. Please identify source and approximate amount of funds spent by your institution during the past fiscal year on professional improvement activities for technical/vocational personnel.

___ Local General Operating Fund $ _____

___ Carl D. Perkins. $ _____

___ Local Industry

(Other: please list)

_____ $ _____

_____ $ _____

_____ $ _____

_____ $ _____

16. What percent of your institution's total operating budget was used last year for professional development activities?

_____ percent.

17. For the last fiscal year, please estimate number, by types of technical/vocational personnel who participated in professional improvement activities as a result of your institution providing or arranging for the following services:

Service	Number of Technical/Vocational Personnel Using Service i.e.			
	Part-Time Instructors	Full-Time Instructors	Administrators	Career Counselors
Paid sabbatical leave				
Mini-sabbatical paid leave (less than one year)				
Release time for professional development (paid)				
Unpaid leave for professional development				
Faculty exchanges with other colleges				
Financial support for courses at other colleges/universities				
Tuition waiver for at own institution				
Paid professional membership dues				
Paid expenses for attendance at conferences, workshops, seminars				
Planned Retreats				

18. Does your institution maintain a professional library for faculty/staff in support of it's professional development plan?

Yes ____ No ____

19. Does your institution maintain a newsletter (in-house) as a service to support professional development activities?

Yes ____ No ____

20. List other services not included on this survey that your institution provides to support professional development activities.

_____

_____

Survey form completed by:

Name: _____

Title: _____